DOCUMENT RESUME

ED 379 464 CE 068 278

AUTHOR Gysbers, Norman C.; And Others
TITLE Developing and Implementing Statewide and Local Strategies To Evaluate School Guidance Programs. Interim Report.
INSTITUTION Missouri Univ., Columbia.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE Feb 94
NOTE 48p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Education; Counselor Evaluation; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Guidance Programs; *Program Evaluation; Questionnaires; Records (Forms); School Counselors; *School Districts; *School Guidance; School Surveys; State Standards; *Statewide Planning; Systems Approach; *Vocational Education
IDENTIFIERS *Missouri

ABSTRACT

This document presents a brief overview of each of the following components of the system of state and local district evaluation of the Missouri Comprehensive Guidance Program (MCGP): program evaluation, personnel supervision and evaluation, and results evaluation. Appendixes constituting approximately 90% of the document contain the following: Missouri school improvement standards; counselor performance-based evaluation formative and summative evaluation forms; Missouri guidance competency evaluation surveys for grades 6-9; tables/charts detailing the scope and sequence of the MCGP in grades K-3, 4-6, 6-9, and 9-12; correlations between the Missouri Comprehensive Guidance Evaluation Survey and other measures; the MCGP student, teacher, and parent surveys; reprints of three published articles about evaluating school guidance programs; and reprints of the following articles: "Evaluating a Guidance and Language Arts Unit for High School Juniors" (Lapan et al.); "Is the Guidance Program Having an Effect on the Climate/Goals of the District/Building?" (Gysbers, Henderson); and "Evaluating Comprehensive School Guidance Programs: Assessing the Perceptions of Students, Parents, and Teachers" (Hughey, Gysbers, Starr). (MN)

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ED 379 464

Developing and Implementing Statewide and Local Strategies to Evaluate School Guidance Programs

Interim Report

Norman C. Gysbers, Ph.D.
Richard T. Lapan, Ph.D.
Karen D. Multon, Ph.D.
Leslie Eastman Lukin, Ph.D.

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February 1994

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As implementation of the Missouri Comprehensive Guidance Programs continues at the local district level, the task of evaluation emerges. To achieve accountability for guidance programs at the local district level in Missouri, three types of systematic evaluation are currently underway. The three types are Program Evaluation, Personnel Supervision and Evaluation, and Results Evaluation.

Program Evaluation

Question: Is the local district's comprehensive guidance program in place and functioning as it was designed to function?

Evaluation Procedure: Missouri School Improvement Program Standards and Indicators pertaining to guidance and counseling (see Appendix A)

Personnel Supervision and Evaluation

Question: Are district school counselors and other guidance personnel being supervised and evaluated based on job descriptions derived directly from the district comprehensive guidance program?

Evaluation Procedure: Missouri Performance-Based Evaluation for School Counselors -- Formative and Summative (see Appendix B)

Results Evaluation

Question: What impact does the local district's comprehensive guidance program have on its students, teachers, parents, the school, and the community?

Evaluation Procedures:

1. <u>Guidance Curriculum</u>

   a. Develop an instrument (Missouri Guidance Competency Evaluation Survey) to measure student confidence in guidance curriculum competency attainment (see Appendix C for the 6-9 Survey)

   b. Use the Missouri Guidance Competency Evaluation Survey to identify the factor structure (subscales) of the guidance curriculum scope and sequence 4-6, 6-9, 9-12 (see Appendix D)

c. Establish the reliability and validity of the Missouri Guidance Competency Evaluation Survey (see Appendix E)

d. Field test the Missouri Guidance Competency Evaluation Survey to measure pre-post gain scores on guidance competencies taught in guidance curriculum unit K-12 (see Appendix F)

2. Individual Planning

a. What -- Student Career Folders/portfolios/four year plans

b. How -- Review and judge content and use by students, procedures to be developed

3. Responsive Services

a. What -- Individual counseling, small group counseling, consultation, referral

b. How -- Procedures to be developed

4. System Support

a. School climate -- goals (see Appendix G)

b. User/patron satisfication -- use surveys (see Appendix H)

Appendix A

MISSOURI SCHOOL IMPROVEMENT STANDARDS

RESOURCE STANDARDS

Resources alone do not represent a quality educational program. Without them, however, educational programs of desirable quality are unlikely. Resources provide the buildings in which schooling takes place, the professional and support staff necessary to operate schools, and all the instructional materials and apparatus necessary to implement a curriculum. Although resources must be variable to address the diverse needs of the students and the community, the resource standards describe the basic programs, staffing patterns and resources that should be present in every Missouri school district.

3.2 Guidance and Counseling Staff - The guidance and counseling program in each school attendance center is implemented by a certificated counselor and sufficient other staff to ensure that the program is effectively implemented. Counselors are employed and assigned consistent with the following student/staff ratios:

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-100	.20	1-75	.20
101-200	.40	76-150	.40
201-300	.60	151-225	.60
301-400	.80	226-300	.80
401-500	1.00	301-375	1.00
501-600	1.20	376-450	1.20
601-700	1.40	451-525	1.40
701-800	1.60	526-600	1.60
801-900	1.80	601-675	1.80
901-1000	2.00, etc.	676-750	2.00, etc.

PROCESS STANDARDS

The Missouri School Improvement Standards (printed in bold type) will be applied to each school district in the state. School districts will use these standards to evaluate their educational processes and to make plans for district-wide improvements. Each standard may be met in a variety of ways at the local district level. Some of these ways are described by the indicators (or descriptors) which follow each standard. Districts may also meet these standards through the use of indicators other than those described. In the assessment process, a team of educators will validate the efforts a district has made to achieve the objectives which are embodied in the standards. This evaluation will concern the relevancy of the district's efforts and achievements to the stated standards.

Some indicators have been identified as starred (*) indicators. These indicators should always be addressed in the written review report and will be utilized in determining the degree to which the district is meeting the intent of the standard. Relevant information in relation to non-black-dot indicators should also be included in the report.

GUIDANCE AND COUNSELING

11.1 A A comprehensive guidance and counseling program is implemented in each attendance center and is considered an integral part of each school's total educational program.

* 1. The written guidance program contains a definition of the program and a statement of philosophy and objectives.

* 2. Guidance personnel and teachers work together in addressing the guidance and placement needs of students.

3. An advisory committee has been established and maintained that provides support, offers advice and reviews program activities.

4. There is a professional person at the district and building level who directs the overall administration and coordination of the guidance program.

11.1 B Structured, developmental experiences are presented systematically through both classroom and group activities in grades K-12.

* 1. A needs assessment has been carried out which identifies the student competencies to be addressed through the curriculum component, as well as other components of the comprehensive guidance program.

* 2. The guidance curriculum adequately addresses identified student needs/competencies in career planning/exploration, knowledge of self and others, and educational and vocational development.

* 3. The guidance curriculum and program is articulated through grade levels to ensure continuity of learning, extension of skills, knowledge and competencies.

11.1 C Assessment, advisement and placement activities are available at appropriate levels to all students to assist them to manage their personal, educational and career development decisions.

* 1. Individual student planning activities are provided to help students assess and interpret data and information related to their abilities, interests, skills and achievement.

* 2. Appropriate and effective activities are used to provide all students with job-seeking and job-retention skills.

3. Appropriate recruitment, orientation, selection criteria and assessments are used for admission into the area vocational school and for placement into occupational training programs.

4. Appropriate job development and placement activities are conducted.

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11.1 D Counseling, consultation and referral activities are provided for students.

* 1. Consultation is provided to teachers, administration and parents relative to individual student's educational progress and personal and social concerns.

* 2. Counseling is provided on a small group and individual basis.

3. Guidance personnel use other professional resources of the school and community to refer students when appropriate.

11.1 E Management activities that support the total school program and maintain, enhance and evaluate the total guidance program are in place. Guidance personnel have access to resources of the type and in the quantity needed to implement the guidance and counseling program.

* 1. The guidance facilities, equipment and resource materials are appropriate and correlate with the goals of the program.

* 2. A procedure has been developed to assess the degree to which the program has been implemented K-12, the degree to which program objectives have been met and the impact the program is having on students and the school.

3. Guidance personnel participate in inservice programs and professional development activities to keep them up-to-date on professional practices, community resources and labor market information.

4. Systematic follow-up studies are conducted to determine the degree to which the district's educational program is meeting the needs of students and complies with federal and state regulations.

5. A guidance budget has been developed with input from the counselors and staff that reflects the guidance needs in the district.

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Appendix B

Counselor Performance-based Evaluation
Formative and Summative Evaluation Forms

During the 1984-1985 school year, Missouri's statewide committee on performance based evaluation developed criteria to be used in the evaluation of counselors. These criteria were intended as part of the performance based teacher evaluation process. The specific items identified were initially organized by a statewide committee of school counselors. It was revised in 1989 using the Missouri Comprehensive Program Model Structure.

Because the evaluation criteria for school counselors relate directly to the Comprehensive Guidance Program, and the job descriptions of school counselors based on the Program, it is essential for evaluators to confer with counselors early in the school year regarding these criteria.

Formative Evaluation

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. It is important to note that many criteria relate to the establishment of direction and goals for the counseling guidance program. It is suggested that evaluators confer with counselors early in the year to discuss the goals established for this program. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target, the performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptor(s) for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the counselor or librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment.

Summative Evaluation Report for Counselors

The Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation phase. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the counselor during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expectation column represents the level of performance expected of effective counselors. This is the level toward which all should strive. The next column represents exemplary performance and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Evaluation means the counselor is not meeting that criterion at an acceptable level, and appropriate plans for improvement should be continued.

Missouri Guidance Competency Evaluation Survey - Grades 6 - 9

Developed by

Norman C. Gysbers, Richard T. Lapan,
Karen D. Multon, and Leslie Eastman Lukin

STUDENT NAME (Last, First, Middle Initial)

GENDER

- ○ Male
- ○ Female

GRADE

○ 6 ○ 8
○ 7 ○ 9

ETHNIC HERITAGE

- ○ Hispanic
- ○ Black
- ○ White
- ○ American Indian or Alaskan Native
- ○ Asian or Pacific Islander

COUNTY-DISTRICT CODE

BIRTH DATE

MONTH	DAY	YEAR
Jan. ○	00	0
Feb. ○	11	1
Mar. ○	22	2
April ○	33	3
May ○	4	4
June ○	5	5
July ○	6	6
Aug. ○	7	77
Sept. ○	8	88
Oct. ○	9	99
Nov. ○		
Dec. ○		

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AREA I CAREER PLANNING AND EXPLORATION

Please rate how confident you are that you could successfully perform the following career planning and exploration tasks. **Blacken the circle** that indicates the level of your confidence for each item.

LEVEL OF CONFIDENCE

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
1. that I understand my interests and abilities and how they help me make a career choice.	VL	L	SL	N	SH	H	VH
2. that I know how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex.	VL	L	SL	N	SH	H	VH
3. that I know how to find out which leisure activities are best for me.	VL	L	SL	N	SH	H	VH
4. that I know how to explore careers in which I may be interested.	VL	L	SL	N	SH	H	VH
5. that I understand the importance of making plans for the future (jobs, vocational, technical education, employment and training programs, college, and military).	VL	L	SL	N	SH	H	VH
6. that I know about leisure activities I can do when I am older.	VL	L	SL	N	SH	H	VH
7. that all classes and jobs are acceptable for both females and males.	VL	L	SL	N	SH	H	VH
8. that I know about different hobbies, sports, and activities in which I could get involved.	VL	L	SL	N	SH	H	VH
9. that I understand how to prepare for careers in which I may be interested.	VL	L	SL	N	SH	H	VH
10. that I can handle "kidding" from other students if I have an interest in choosing a class usually taken, or a job usually filled by the opposite sex.	VL	L	SL	N	SH	H	VH

AREA II KNOWLEDGE OF SELF AND OTHERS

Please rate how confident you are that you could successfully perform the following tasks related to understanding yourself and others. **Blacken the circle** that indicates the level of your confidence for each item.

LEVEL OF CONFIDENCE

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
1. that I would say "NO" when friends or other people try to get me to use drugs or alcohol.	VL	L	SL	N	SH	H	VH
2. that I know how to get along with my parents, step-parents or guardians.	VL	L	SL	N	SH	H	VH
hat I know how to accept responsibility for my decisions.	VL	L	SL	N	SH	H	VH
that I can effectively communicate my feelings and thoughts.							
that I can get along with both boys and girls							

AREA II KNOWLEDGE OF SELF AND OTHERS
(continued)

LEVEL OF CONFIDENCE

AM CONFIDENT:

	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
6. that I know what drugs and alcohol do to my body and mind.	VL	L	SL	N	SH	H	VH
7. that I respect other people even though they may be different from me.	VL	L	SL	N	SH	H	VH
8. in my understanding of what is important to me.	VL	L	SL	N	SH	H	VH
9. that I know how to help a friend who has a problem with drugs and alcohol.	VL	L	SL	N	SH	H	VH
10. that I know what the school, police, and courts do to students who do drugs and alcohol.	VL	L	SL	N	SH	H	VH
11. that I know how to make good decisions.	VL	L	SL	N	SH	H	VH
12. in myself.	VL	L	SL	N	SH	H	VH
13. that I know what to do when I feel down.	VL	L	SL	N	SH	H	VH
14. that I know how to handle my problems or where to get help.	VL	L	SL	N	SH	H	VH
15. that I understand how my thoughts and feelings affect my behavior.	VL	L	SL	N	SH	H	VH
16. that I know how to get along with my brother, sister, step-brother, or step-sister.	VL	L	SL	N	SH	H	VH
17. that I understand my friends and classmates.	VL	L	SL	N	SH	H	VH
18. that I know how to identify the real problem when I'm worried or upset.	VL	L	SL	N	SH	H	VH
19. that I accept and like myself, both physically and mentally.	VL	L	SL	N	SH	H	VH
20. in stating my own ideas.	VL	L	SL	N	SH	H	VH
21. that I know how to evaluate my decisions and change bad ones.	VL	L	SL	N	SH	H	VH
22. that I know how the use of drugs or alcohol may affect my relationship with others.	VL	L	SL	N	SH	H	VH
23. that I know what is important to me so I can set goals.	VL	L	SL	N	SH	H	VH
24. that I know how to come up with many possible solutions to a problem.	VL	L	SL	N	SH	H	VH
25. that I know how to help with family responsibilities.	VL	L	SL	N	SH	H	VH
26. that I know some things that cause problems in families (moving, divorce, or unemployment).	VL	L	SL	N	SH	H	VH
27. that I know how to be a good friend.	VL	L	SL	N	SH	H	VH
28. that I can talk to someone when I need to.	VL	L	SL	N	SH	H	VH
29. that I know where to get help for myself or a friend who has a problem with drugs or alcohol.	VL	L	SL	N	SH	H	VH
30. that I know how to find help when my family has problems.	VL	L	SL	N	SH	H	VH
31. that I understand the physical, social, and emotional changes of growing up.	VL	L	SL	N	SH	H	VH

AREA III EDUCATIONAL AND VOCATIONAL DEVELOPMENT

Please rate how confident you are that you could successfully perform the following educational and vocational development tasks. **Blacken the circle** that indicates the level of your confidence for each item.

I AM CONFIDENT:	LEVEL OF CONFIDENCE						
	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
1. that I know what employers expect of workers.	VL	L	SL	N	SH	H	VH
2. that I know how academic skills such as math, reading, and science relate to my career goals.	VL	L	SL	N	SH	H	VH
3. that I know how to look for a part-time summer job.	VL	L	SL	N	SH	H	VH
4. that I know what jobs are available locally.	VL	L	SL	N	SH	H	VH
5. that I understand the challenges students have in high school.	VL	L	SL	N	SH	H	VH
6. that I know how to organize my class and homework materials.	VL	L	SL	N	SH	H	VH
7. that I know how to select high school courses that help meet my needs, interests, and career goals.	VL	L	SL	N	SH	H	VH
8. that I can take good notes.	VL	L	SL	N	SH	H	VH
9. that I understand how completing high school will better prepare me to continue my education (vocational technical education, military, and college).	VL	L	SL	N	SH	H	VH
10. that I understand high school credits and graduation requirements.	VL	L	SL	N	SH	H	VH
11. that I know how to do well on tests.	VL	L	SL	N	SH	H	VH
12. that I know how to select middle school extra-curricular activities that will meet my interests and future goals.	VL	L	SL	N	SH	H	VH
13. that I understand how completing high school will better prepare me for the job market.	VL	L	SL	N	SH	H	VH
14. that I know the classes offered by my area vocational technical school.	VL	L	SL	N	SH	H	VH
15. that I know how to organize my time.	VL	L	SL	N	SH	H	VH
16. that I know how to listen and ask questions in class.	VL	L	SL	N	SH	H	VH
17. that I know what will be expected of me in high school.	VL	L	SL	N	SH	H	VH
18. that I know job interview skills.	VL	L	SL	N	SH	H	VH
19. that I know where to go to get help when I have a problem concerning high school.	VL	L	SL	N	SH	H	VH
20. that I know how to apply for a job.	VL	L	SL	N	SH	H	VH
21. that I know how to start and finish my assignments well.	VL	L	SL	N	SH	H	VH

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM Scope and Sequence — AREA I - Career Planning and Exploration

	ELEMENTARY COMPETENCIES (K - 3)	ELEMENTARY COMPETENCIES (4 - 6)	MIDDLE/JUNIOR HIGH COMPETENCIES (6 - 9)	HIGH SCHOOL COMPETENCIES (9 - 12)
Category A	EXPLORING CAREERS 1. I know about different jobs in my community. 2. I know about good work habits. 3. I know some reasons why people work. 4. I know people need to work together. 5. I know some things I like to do.	EXPLORING CAREERS 1. I know how to find out more about jobs and careers. 2. I know the importance of good work habits for school and future jobs. 3. I know some reasons why people work. 4. I know that people need to work together. 5. I know some things I like and I can do well.	EXPLORING AND PLANNING FOR CAREERS 1. I know how to explore careers in which I may be interested. 2. I understand my interests and abilities and how they help me make a career choice. 3. I understand how to prepare for careers in which I may be interested. 4. I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).	PLANNING AND DEVELOPING CAREERS 1. I know how to develop a career plan. 2. I know about possible careers and the world of work. 3. I know how to explore careers in a specific area in which I am interested. 4. I know how to prepare for careers in which I am interested. 5. I have made plans beyond graduation (job opportunities, training programs, college/vocational technical schools, financial aids, military, etc). 6. I understand my interests and abilities, and how these can help me make a career choice. 7. I know how the place where I live affects job opportunities.
Category C	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK 11. I know how to work and play with both boys and girls in an activity. 12. I know that boys and girls can do any classroom job.	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK 11. I know how to handle "kidding" from other students if I am interested in activities usually chosen by the opposite sex. 12. I know that I may choose any job that I like and I can do well.	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS 13. I know how to handle "kidding" from other students if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex. 14. I know how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the opposite. 15. I know that all classes and jobs are acceptable for females and males.	UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS 15. I know about jobs that are usually filled by the opposite sex, but are available to both sexes. 16. I can take courses appropriate to my career choice even though most often they are taken by the opposite sex. 17. I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex. 18. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex. 19. I know how to get along with members of both sexes on the job. 20. I understand how being male or female affects my career choice.
Category D				MAKING DECISIONS ABOUT COLLEGE 21. I know about various colleges and what they offer. 22. I know how to pick a college. 23. I have visited colleges. 24. I know how to choose colleges that would help prepare me for a specific career. 25. I know how to decide on a field of study. 26. I know which majors would prepare me for specific careers, and I know the future of those careers. 27. I know how to obtain scholarship and financial aid information. 28. I know how to find a place to live while attending college.
Category L				PLANNING HIGH SCHOOL CLASSES 72. I know the requirements for high school graduation. 73. I know how to select courses that will help me meet my career goals. 74. I know how to select courses that fit both my needs and interests. 75. I can make a plan of high school classes which will be best for me (reviewed and changed as needed).
Category N	LEARNING HOW TO USE LEISURE TIME 31. I know about different hobbies, sports, and activities that I can do during my spare time. 32. I know what I like to do for fun.	LEARNING HOW TO USE LEISURE TIME 38. I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	LEARNING HOW TO USE LEISURE TIME 48. I know about different hobbies, sports, and activities in which I could get involved. 49. I know how to find out which leisure activities are best for me. 50. I know about leisure activities I can do when I am older.	LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE 83. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports) 84. I know which leisure and recreational activities best fit my interests and needs. 85. I understand how a job affects leisure time. 86. I know how friends can affect my leisure time.

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM Scope and Sequence — AREA II - Knowledge of Self and Others

	ELEMENTARY COMPETENCIES (K - 3)	ELEMENTARY COMPETENCIES (4 - 6)	MIDDLE/JUNIOR HIGH COMPETENCIES (6 - 9)	HIGH SCHOOL COMPETENCIES (9 - 12)
Category B	UNDERSTANDING AND ACCEPTING MYSELF 6. I understand and can identify a wide variety of feelings (happy, sad and mad). 7. I know how to express these thoughts and feelings that are important to me. 8. I know how to handle my problems or where to get help. 9. I understand my strengths and talents. 10. I understand and like myself.	UNDERSTANDING AND ACCEPTING MYSELF 6. I understand how to deal with feelings such as happiness, sadness, and anger. 7. I know how to express these thoughts and feelings that are important to me. 8. I know how to handle my problems or where to get help. 9. I understand my strengths and talents. 10. I understand and accept myself.	UNDERSTANDING AND ACCEPTING SELF 5. I understand what is important to me (my values). 6. I have confidence in myself. 7. I can state my own ideas. 8. I understand how my thoughts and feelings affect my behavior. 9. I know how to handle my problems or where to get help. 10. I know what to do when I feel down. 11. I understand the physical, social and emotional changes of growing up. 12. I accept and like myself, both physically and mentally.	UNDERSTANDING AND ACCEPTING SELF 8. I understand my values. 9. I understand, accept, and like myself. 10. I have confidence in myself. 11. I understand how my feelings affect my behavior. 12. I am able to state my own ideas. 13. I can handle personal difficulties. 14. I can deal with life when I feel down.
Category F	MAKING DECISIONS 13. I know that I can make choices. 14. I know how to come up with many possible choices to settle a problem. 15. I know how to look at my decisions and how to change poor ones. 16. I know how to accept responsibility for my decisions.	MAKING DECISIONS 13. I know what things are important to me. 14. I know how to come up with many possible solutions to a problem. 15. I know how to set goals and make plans. 16. I know how to make good decisions and act on them. 17. I know how to look at my decisions and how to change poor ones. 18. I know how to accept responsibility for my decisions.	MAKING DECISIONS 21. I know how to identify the real problem when I'm worried or upset. 22. I know how to come up with many possible solutions to a problem. 23. I know what is important to me so I can set goals. 24. I know how to make good decisions. 25. I know how to evaluate my decisions and change poor ones. 26. I know how to accept responsibility for my decisions.	Refer to Area III, Category F *Making decisions is included in Area II as it relates to educational and vocational development.
Category H	UNDERSTANDING AND GETTING ALONG WITH OTHERS 17. I know how to make and keep friends. 18. I understand that all people are not alike. 19. I know how to get along with both boys and girls. 20. I know how to ask parents, teachers and other adults for help without bothering.	UNDERSTANDING AND GETTING ALONG WITH OTHERS 19. I know how to be a good friend. 20. I understand my friends and classmates. 21. I know how to get along with both boys and girls. 22. I understand people who are different from me. 23. I know how to ask parents, teachers and other adults for help.	UNDERSTANDING AND GETTING ALONG WITH OTHERS 27. I understand my friends and classmates. 28. I know effective ways of communicating feelings and thoughts. 29. I know how to be a good friend. 30. I know how to get along with both boys and girls. 31. I respect other people even though they may be different. 32. I can talk to someone when I need to.	UNDERSTANDING AND GETTING ALONG WITH OTHERS 48. I can understand others. 49. I can get along with my family. 50. I know good ways of communicating feelings. 51. I can develop close and lasting friendships. 52. I can accept others as well as be accepted by them. 53. I respect other people whose views differ from mine. 54. I can talk to someone when I need help.
Category K	KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS 25. I know what drugs are and what they can do to people. 26. I know how to say "NO" to people who try to get me to use drugs and alcohol. 27. I know how to deal with the consequences of saying "NO" to my friends. 28. I know who to talk to when I need help.	KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS 30. I know what alcohol and drugs do to a person's body and mind. 31. I know how to say "NO" to people who try to get me to use drugs and alcohol. 32. I know where to get help for myself or a friend who has a problem with drugs and alcohol.	KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS 39. I know what drugs and alcohol do to my body and my mind. 40. I know what the school, police and courts do to students who do drugs and alcohol. 41. I know how to help a friend who has a problem with drugs and alcohol. 42. I know where to get help for myself or a friend who has a problem with drugs or alcohol. 43. I know how to say "NO" when friends or other people try to get me to use drugs or alcohol. 44. I know how the use of drugs and alcohol may affect my relationships with others.	KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS 67. I know the physical and mental effects of drugs and alcohol. 68. I know the penalties of drug and alcohol use. 69. I know how to help a friend who has a problem with drugs or alcohol. 70. I know where to find help for alcohol or drug problems. 71. I can handle pressure from my friends related to the use of drugs and alcohol.
Category P	LEARNING ABOUT FAMILY RESPONSIBILITIES 36. I know how to get along with my parents, step parents or guardians. 37. I know how to get along with my brother, sister, step brother, or step sister. 38. I know some things that cause problems in families (moving, divorce, death or unemployment). 39. I know how to find help when my family has problems. 40. I know how to help with family responsibilities.	LEARNING ABOUT FAMILY RESPONSIBILITIES 40. I know how to get along with my parents, step parents or guardians. 41. I know how to get along with my brother, sister, or step brother, step sister. 42. I know some things that cause problems in families such as moving, divorce, death or unemployment. 43. I know how to find help when my family has problems. 44. I know how to help with family responsibilities.	LEARNING ABOUT FAMILY RESPONSIBILITIES 58. I know how to get along with my parents, step parents or guardians. 59. I know how to get along with my brother, sister, step brother or step sister. 60. I know how to help with family responsibilities. 61. I know some things that cause problems in families (moving, divorce, death or unemployment). 62. I know how to find help when my family has problems.	LEARNING ABOUT MARRIAGE AND FAMILY RESPONSIBILITIES* 93. I know important things to consider when choosing a wife or husband. 94. I know about things that often cause difficulties in a marriage. 95. I know some things that make a marriage work. 96. I know how children affect a marriage. 97. I know about the kinds of decisions and difficulties I will face as a parent. 98. I know about the causes and results of divorce. *This category is generally addressed in other curricular areas and assistance may be provided by the counseling staff.

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	ELEMENTARY COMPETENCIES (K - 3)	ELEMENTARY COMPETENCIES (4 - 6)	MIDDLE/JUNIOR HIGH COMPETENCIES (6 - 9)	HIGH SCHOOL COMPETENCIES (9 - 12)
Category J	IMPROVING STUDY AND BASIC LEARNING SKILLS 21. I know how to get ready for class. 22. I know how to listen. 23. I know how to ask questions. 24. I know how to start and finish my work well.	IMPROVING STUDY AND LEARNING SKILLS 24. I know how to organize my time. 25. I know how to listen and ask questions in class. 26. I know how to organize my class and homework materials. 27. I can take good notes. 28. I know how to start and finish my assignments well. 29. I know how to do my best on tests.	IMPROVING STUDY AND LEARNING SKILLS 33. I know how to organize my time. 34. I know how to listen and ask questions in class. 35. I know how to organize my class and homework materials. 36. I can take good notes. 37. I know how to start and finish my assignments well. 38. I know how to do well on tests.	IMPROVING BASIC SKILLS AND STUDY/ LEARNING SKILLS 61. I know how to improve my writing, reading, speaking, listening, and math skills. 62. I can complete the tasks and projects which I start. 63. I know how to improve my test taking skills. 64. I know how to develop learning habits and skills that I can use throughout life. 65. I know how to study and how to get the most out of my study time. 66. I know how to take notes.
Category M	LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL 29. I know where to go to get help when I have a problem concerning my school. 30. I know what will be expected of me in my school.	LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/ JUNIOR HIGH SCHOOL 33. I understand the challenges I may have in middle/junior high school. 34. I know where to go to get help when I have a problem concerning middle/junior high school. 35. I know what will be expected of me in middle/junior high school.	LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL 45. I understand the challenges students have in high school. 46. I know where to go for help with a problem concerning high school. 47. I know what will be expected of me in high school.	LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED 76. I know what jobs graduates found and where. 77. I know the problems graduates had in finding jobs.
Category O	PLANNING FOR SCHOOL 33. I know what is expected of me in the next grade. 34. I know how to make choices at school that fit my likes and dislikes. 35. I know that all classes (math, science, reading, etc.) are important in jobs and daily living.	PLANNING FOR SCHOOL 37. I know what is expected of me in the next grade. 38. I know how to make choices at school that fit my interests and abilities. 39. I know that all classes (math, reading, science, etc.) are important in jobs and daily living.	PLANNING FOR SCHOOL AND BEYOND 51. I understand high school credits and graduation requirements. 52. I know how to select high school courses that help meet my needs, interests and career goals. 53. I know how academic skills such as math, reading, and science relate to my career goals. 54. I know how to select middle school extra curricular activities that will meet my interests and future goals. 55. I understand how completing high school will better prepare me for the job market. 56. I understand how completing high school will better prepare me to continue my education (vocational education, military, and college). 57. I know the classes offered by my area vocational technical school.	VOCATIONAL SELECTION AND TRAINING 78. I have visited vocational programs before enrollment. 79. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my high school. 80. I know how basic skills (math, reading, etc.) relate to vocational goals. 81. I know my strongest vocational interests, aptitudes, and abilities. 82. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities. 83. I know the job opportunities available to those who complete area vocational school training.
Category E			PREPARATION FOR FINDING JOBS 16. I know how to apply for a job. 17. I know what employers expect of workers. 18. I know how to look for a part time and summer job. 19. I know what jobs are available locally. 20. I know job interview skills.	PREPARATION FOR FINDING JOBS 29. I know what employers expect of applicants and employees. 30. I can complete application forms properly. 31. I know what to do during a job interview. 32. I can develop a resume (personal information sheet for employers) 33. I know where and how to start looking for a job.
Category I				FINDING JOBS 55. I know what jobs are available locally. 56. I know how to find part time work and summer work. 57. I know how to find a full time job after graduation. 58. I know what jobs are available in my interest and ability areas, their locations, and requirements to obtain these jobs. 59. I know which persons and which agencies will help me find a job. 60. I know the benefits, working conditions, and opportunities for advancement in jobs.
Category F				MAKING DECISIONS 34. I know what my goals are and the value of these goals. 35. I can make decisions. 36. I can evaluate or judge decisions I have already made. 37. I can follow through on good decisions and can change poor decisions. 38. I know how to get along in a changing world. 39. I can identify the real problem when I have difficulties. 40. I can come up with many possible solutions to a problem.
Category G				LEARNING CONSUMER AND HOMEOWNER 41. I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) 42. I know about kinds of daily expenses that I will face in life. 43. I understand credit purchases and installment buying. 44. I know how to budget, spend, and invest my money wisely. 45. I have increased my knowledge about such items as cars, stereo systems, and appliances. 46. I know and understand necessary steps to rent or buy a home. 47. I know how to use common hand tools to build or repair things. *Although this category appears on the needs survey, its purpose is data collection for building skills planning and is addressed in other curricular areas

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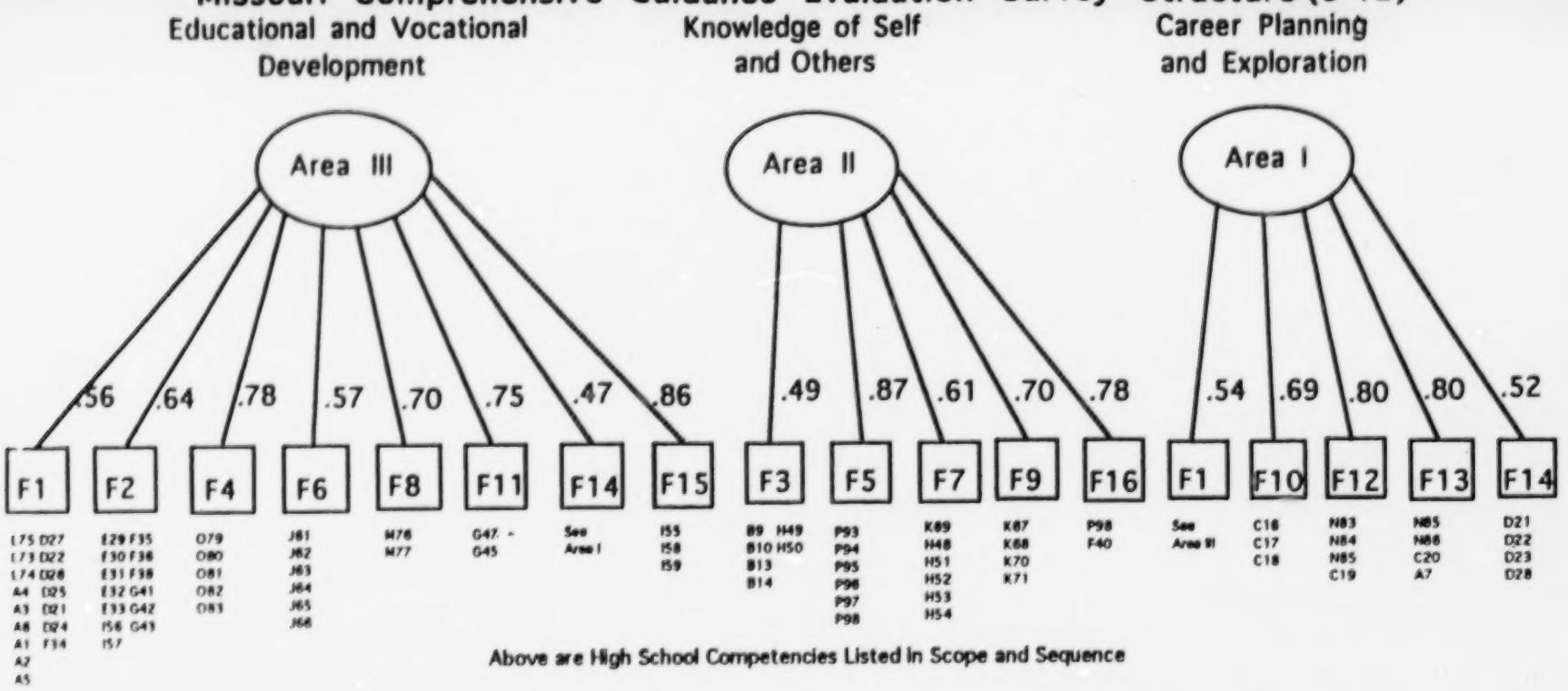
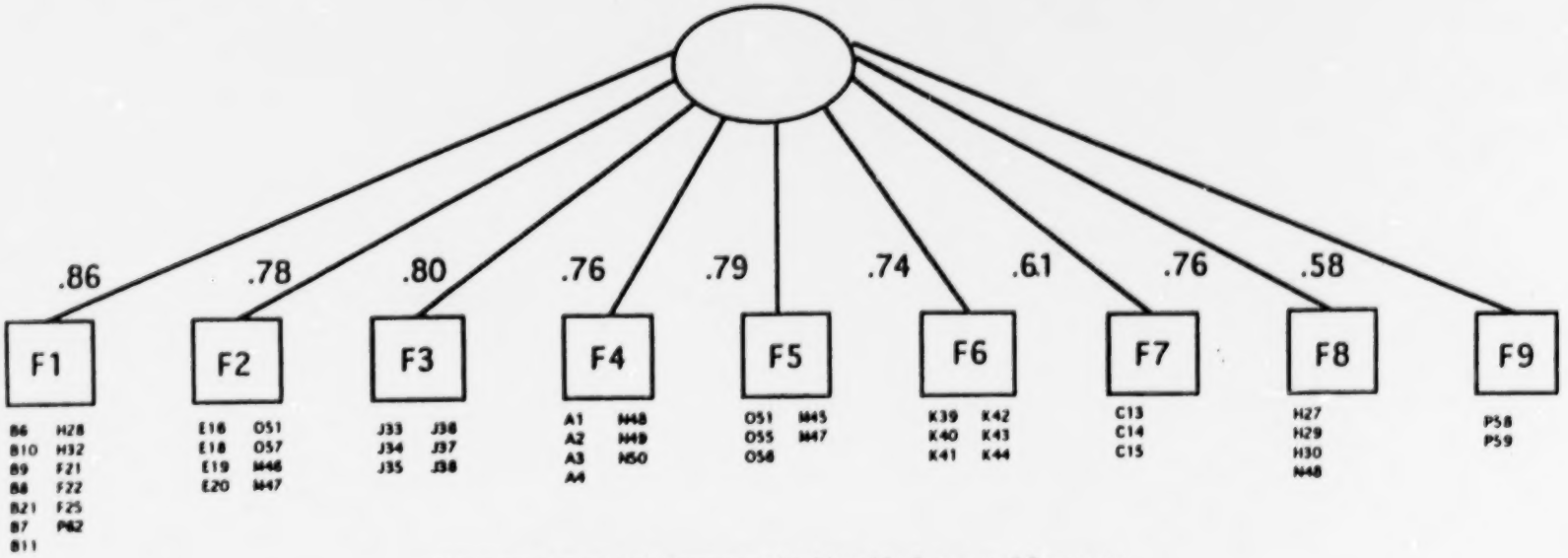
Missouri Comprehensive Guidance Evaluation Survey Structure (9-12)


Educational and Vocational Development
Knowledge of Self and Others
Career Planning and Exploration
Area III
Area II
Area I
.56 .64 .78 .57 .70 .75 .47 .86
.49 .87 .61 .70 .78
.54 .69 .80 .80 .52
F1 F2 F4 F6 F8 F11 F14 F15
F3 F5 F7 F9 F16
F1 F10 F12 F13 F14
L75 D27 L73 D22 L74 D28 A4 D25 A3 D21 A6 D24 A1 F34 A2 A5
E29 F35 F30 F36 E31 F38 E32 G41 E33 G42 I56 G43 I57
O79 O80 O81 O82 O83
J61 J62 J63 J64 J65 J66
H76 H77
G47 - G45
See Area I
I55 I58 I59
B9 H49 B10 H50 B13 B14
P93 P94 P95 P96 P97 P98
K69 H48 H51 H52 H53 H54
K67 K68 K70 K71
P98 F40
See Area III
C16 C17 C18
N83 N84 N85 C19
N85 N86 C20 A7
D21 D22 D23 D28

Above are High School Competencies Listed in Scope and Sequence

F1: Planning and Developing Careers, Making Decisions about College, Planning High School Classes, and Making Decisions
F2: Preparation for Finding Jobs, Finding Jobs, Making Decisions, Learning Consumer and Homeowner
F3: Understanding and Accepting Self, and Understanding and Getting Along with Others
F4: Vocational Selection and Training
F5: Learning About Marriage and Family Responsibilities
F6: Improving Basic Skills and Study/Learning Skills
F7: Knowing how Drugs and Alcohol Affect Me and My Friends and Understanding and Getting Along with Others
F8: Learning From Friends and Others Who Have Graduated
F9: Knowing How Drugs and Alcohol Affect Me and My Friends
F10: Understanding how Being Male or Female Relates to Jobs and Careers
F11: Learning Consumer and Homeowner
F12: Understanding how Being Male or Female Relates to Jobs and Careers, and Learning How to Use Leisure Time Now and in the Future
F13: Same as F12 plus Planning and Developing Careers
F14: Making Decisions About College
F15: Finding Jobs
F16: Learning About Family Responsibilities and Making Decisions

Missouri Comprehensive Guidance Evaluation Survey Structure (6-9)



Above are Junior High Competencies Listed in Scope and Sequence

Area	*Factor*	*Competencies*
II	F1	Understanding & Accepting Self, Understanding & Getting along with Others, Making Decisions; Learning Family Responsibilities
III	F2	Preparation for Finding Jobs, Learning from Others about High School; Planning for School & Beyond
III	F3	Improving Study & Learning Skills
I	F4	Exploring & Planning for Careers; Learning how to use Leisure Time
III	F5	Learning from Friends & Others about High School; Planning for School & Beyond
II	F6	Knowing how Drugs and Alcohol affect Me & My Friends
I	F7	Understanding how Being Male or Female Relates to Classes and Jobs
I,II	F8	Understanding and Getting along with Others; Learning how to use Leisure Time
II	F9	Learning About Family Responsibilities

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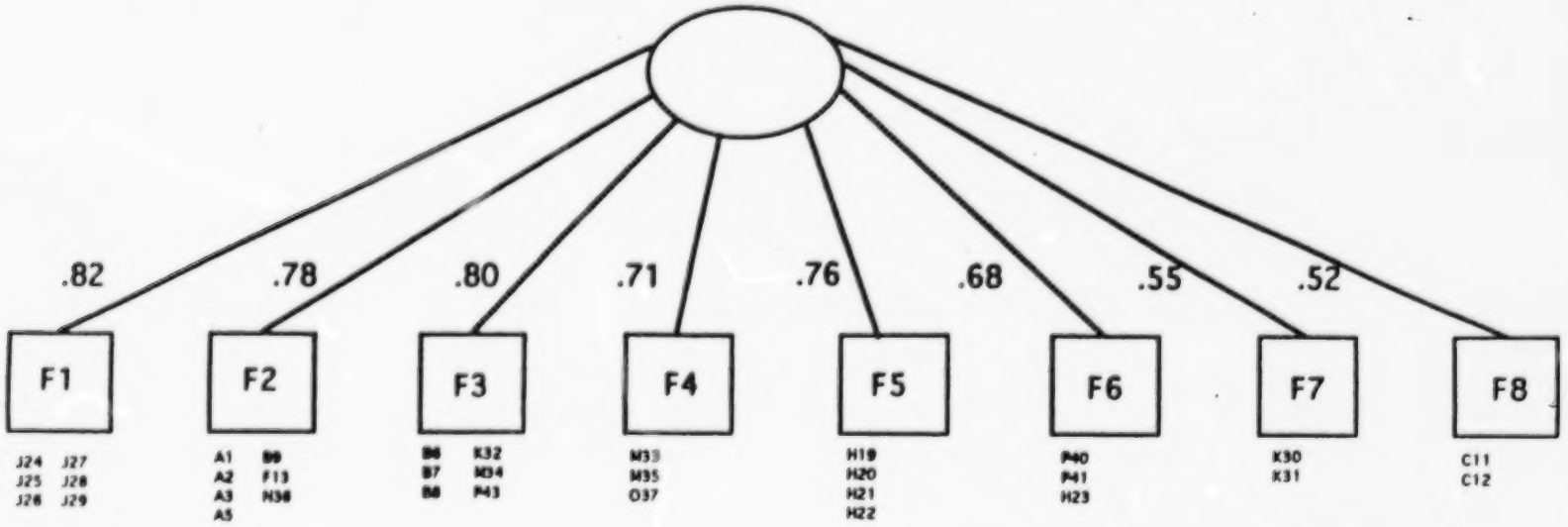
Missouri Comprehensive Guidance Evaluation Survey Structure (4-6)



Above are Elementary Comptenices Listed in Scope and Sequence

Area	*Factor*	*Competencies*
III	F1	Improving Learning and Study Skills
I,II	F2	Exploring Careers, Learning how to use Leisure Time, Understanding and Accepting Myself; Making Decisions
II,III	F3	Understanding and Accepting Myself, Learning about Family Responsibilities, Knowing how Drugs and Alcohol affect Me and My Friends; Learning from Others about Middle School
III	F4	Learning from Others about Middle School; Planning for School
II	F5	Understanding and Getting along with Others
II	F6	Learning About Family Responsibilities; Understanding and Getting along with Others
II	F7	Knowing how Drugs and Alcohol affect Me and My Friends
I	F8	Exploring Careers

Missouri Comprehensive Guidance Evaluation
Internal Reliabilities

High School

Scale	Alpha
F1	.93
F2	.91
F3	.84
F4	.82
F5	.85
F6	.86
F7	.80
F8	.82
F9	.76
F10	.75
F11	.69
F12	.68
F13	.68
F14	.78
F15	.81
F16	.45

Junior High School

Scale	Alpha
F1	.91
F2	.85
F3	.85
F4	.80
F5	.79
F6	.74
F7	.57
F8	.70
F9	.58

Elementary

Scale	Alpha
F1	.82
F2	.74
F3	.74
F4	.78
F5	.69
F6	.61
F7	.62
F8	.51

Appendix E

Correlation Between the Missouri Comprehensive Guidance Evaluation Survey (MCGES: Form for Grades 9-12) and Criteria Indices (n=334)

Criteria Indices	MCGES
Demographic Variable	
1. Sex	.02
2. Race	.02
3. Grade	.20*
Social Desirability Scale (Hays, Hoyashi, & Stuart, 1989)	.00
Goal Instability Scale (Robbins & Patton, 1985)	-.46*
Superiority Scale (Robbins & Patton 1985)	.28*
Hope Scale (Snyder et al., 1991)	
1. Agency (self efficacy)	.57*
2. Pathways (confidence in surmounting obstacle to goals)	.52*
Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988)	
1. Positive Affectivity	.51*
2. Negative Affectivity	-.21*
Career Decision Profile (Jones, 1988)	
1. Decidedness (regarding career)	.32*
2. Comfort (regarding career decision status)	.46*
3. Self-Clarity	.30*
4. Knowledge About Occupations	.29*
5. Decisiveness	.32*
6. Career Importance	.31*

* < .001

Correlations Between the Missouri Comprehensive Guidance Evaluation Survey and Other Measures of Self-Regard
(Grades 4-6, N=430; Grades 6-9, N=510)

Correlations of Areas and Categories with Related Instruments

	Grades 4-6	Grades 6-9
Area I: Career Planning and Exploration		
Scholastic Competence	r=.43, p=.000	r=.31, p=.000
Social Acceptance	r=.31, p=.000	r=.26, p=.000
Job Competence		r=.26, p=.000
Social Desirability Scale	r=.15, p=.002	r=..20, p=.000
Athletic Competence	r=.30, p=000	
Global Self-Worth		r=.38, p=.000
•Category A: Exploring (and Planning) for Careers		
Global Self-Worth	r=.29, p=.000	r=.37, p=.000
Job Competence		r=.25, p=.000
Scholastic Competence	r=.43, p=.000	r=.31, p=.000
•Category C: Understanding How Being Male or Female Relates to School and Work		
Physical Appearance		r=.15, p=.001
Romantic Appeal		r=.12, p=.034
•Category N: Learning How to Use Leisure Time		
Athletic Competence	r=.31, p=.000	r=.28, p=.000
Area II: Knowledge of Self and Others		
Scholastic Competence	r=.37, p=.000	r=.33, p=.000
Social Acceptance	r=.33, p=.000	r=.30, p=.000
Global Self-Worth	r=.37, p=.000	r=.53, p=.000
Close Friendship		r=.33, p=.000
Soc. Desirability Scale	r=.29, p=.000	r=.28, p=.000
Behavioral Conduct	r=.33, p=.000	r=.44, p=.000
•Category B: Understanding and Accepting Myself		
Behavioral Conduct	r=.30, p=.000	r=.37, p=.000
Global Self-Worth	r=.34, p=.000	r=.58, p=.000
Social Acceptance	r=.28, p=.000	r=.33, p=.000
Scholastic Competence	r=.33, p=.000	
Physical Appearance		r=.46, p=.000
Romantic Appeal		r=.32, p=.000
•Category F: Making Decisions		
Global Self-Worth	r=.30, p=.000	r=.47, p=.000
Scholastic Competence	r=.34, p=.000	r=.31, p=.000
Physical Appearance		r=.33, p=.000
Behavioral Conduct		r=.39, p=.000
•Category H: Understanding and Getting Along With Others		
Social Acceptance	r=.33, p=.000	r=.33, p=.000
Behavioral Conduct	r=.29, p=.000	r=.32, p=.000
Close Friendship		r=.45, p=.000
Global Self-Worth		r=.38, p=.000
Scholastic Competence	r=.32, p=.000	

(Area II continued on next page)

Area II: Knowledge of Self and Others (continued)

	Grades 4-6	Grades 6-9
•Category K: Knowing How Drugs and Alcohol Affect Me and My Friends		
Behavioral Conduct	r=.14, p=.003	r=.34, p=.000
Close Friendship		r=.19, p=.001
Global Self-Worth	r=.18, p=.000	r=.32, p=.000
Social Acceptance	r=.20, p=.000	r=.14, p=.002
•Category P: Learning About Family Responsibilities		
Behavioral Conduct	r=.27, p=.000	r=.44, p=.000
Global Self-Worth		r=.45, p=.000
Area III: Educational & Vocational Development		
Scholastic Competence	r=.44, p=.000	r=.36, p=.000
Global Self-Worth	r=.33, p=.000	r=.42, p=.000
Job Competence		r=.31, p=.000
Social Desirability Scale	r=..24, p=.000	r=.19, p=.000
Behavioral Conduct	r=.32, p=.000	
•Category J: Improving Study and Learning Skills		
Scholastic Competence	r=.46, p=.000	r=.46, p=.000
Behavioral Conduct	r=.35, p=.000	
Social Acceptance	r=.31, p=.000	
Global Self-Worth		r=.45, p=.000
•Category M: Learning From Friends and Others About School		
Close Friendship		r=.34, p=.000
Social Acceptance	r=.33, p=.000	
Global Self-Worth		r=.35, p=.000
•Category E: Preparation for Finding Jobs		
Job Competence		r=.34, p=.000
•Category O: Planning For School		
Scholastic Competence	r=.39, p=.000	r=.29, p=.000

List of Other Measures

Self-Perception Profile for Children subscales

- Scholastic Competence
- Social Acceptance
- Athletic Competence
- Physical Appearance
- Behavioral Conduct
- Global Self-Worth

Self-Perception Profile for Adolescents (additional subscales)

- Job Competence
- Romantic Appeal
- Close Friendship

Social Desirability Scale

Appendix F

Evaluating a Guidance and Language Arts Unit for High School Juniors

Richard T. Lapan, Norman Gysbers, Ken Hughey, and Thomas J. Arni

In this study the authors report on the evaluation of a program enhancing both the career development and writing skills of high school juniors. Participants were 166 juniors attending a suburban midwestern high school. School counselors and English teachers worked together to provide an opportunity for students to develop academic skills while exploring relevant career issues. Results indicated that for a wide range of students, participation in the program led to the achievement of specific guidance competencies. Changes in perceived mastery of guidance competencies predicted positive change in vocational identity and attainment of higher English grades for girls. Implications for promoting school counselors' involvement in guidance program evaluation practices are discussed.

With the implementation of comprehensive school guidance programs well underway in many states and school districts across the country, developing evaluation strategies for these programs is now a priority. Gysbers, Hughey, Starr, and Lapan (1992) argued that such evaluation practices should answer five basic questions:

1. Are the program's contents, structure, and resources in place in the school?
2. Are counselors supervised and evaluated based on their job descriptions?
3. Are procedures used to measure students' mastery of guidance competencies?
4. Are procedures used to measure the impact of the program on the climate and goals of the school?
5. Are the individuals served by the program and the community satisfied with the program?

This study connects mastery of guidance competencies to academic and career development outcomes. Evaluating results of such programs can provide school counselors with vital feedback to refine current practices to more effectively meet student needs.

Several assumptions of the Missouri Comprehensive Guidance Program (MCGP) establish guidelines for programs school counselors develop and evaluation strategies used to improve these programs. First, the MCGP attempts to reach all students. Second, a strong emphasis is placed on having certified school counselors present structured guidance activities in the classroom. Third, these activities are targeted to help students attain specific developmental competencies identified by the state's Department of Elementary and Secondary Education. Fourth, because Missouri defines *guidance* as an integral part of each school's total educational program, the guidance curriculum component of the program addresses both social-emotional developmental concerns and academic achievement through MCGP program content areas: knowledge of self and others, career planning and exploration, and educational and vocational development. In this article the authors report findings from an evaluation study of a joint guidance and language arts program developed to meet these guidelines.

Since 1985, school counselors and English faculty members at a midwestern public high school have co-sponsored a guidance learning unit designed to help all juniors achieve specific guidance competencies and language arts skills. Arni and Bancroft (1989) described a cooperative spirit between English and guidance faculty members, which aided in the creation and implementation of a guidance learning unit integrating developmental guidance competencies into the language arts curriculum. Counselors were concerned that all juniors achieve those competencies in the MCGP career planning and exploration and educational and vocational development content areas, which help students plan fo postsecondary educational and vocational transitions.

The local school district places strong emphasis on composition and research skills. More than 80% of the students pursue a college education, with most of the remaining students entering postsecondary vocational education programs. Bancroft (1990) described the challenge the English department faced identifying researchable topics that were relevant and of interest to all juniors. The English faculty agreed tha guidance competencies addressing educational and vocational transition issues provided a guidance content area within which writing and research skills could be effectively taught. Guidance and English faculties worked together to place this guidance learning unit within the academic schedule for the language arts curriculum presented to all juniors. Among other activities, counselors administered and interpreted a vocational interest inventory and an aptitude test. Students used the extensive career planning and exploration information available in the Guidance Resource Center. English teachers presented instruction on how to write research papers. Students worked with counselors to explore potential postsecondary educational and vocational transitions The results of this exploration became the subject matter for a research paper required by their English teacher. The program is described in more detail in the Method section of this article.

To help the guidance and English faculty begin to assess the impact of their program, an assessment strategy containing three interrelated questions was proposed. First, it was important to assess the extent to which students met competencies targeted by the program. Second, factors predicting who was more likely to attain these competencies were assessed. Knowledge of these factors might aid in adjusting and tailoring presentation of the program to heterogeneous clusters of students. Third, given an understanding of who achieved these guidance competencies, we assessed whether such attainment predicted positive

ze in vocational identity (Holland, Daiger, & Power, 1980) and mic grades assigned for the unit by the students' English teacher. o answer these questions, LISREL path analytic models (Joreskog orbom, 1989) were developed separately for boys and girls. By loping separate models for boys and girls, a more insightful explo- n of Sex by Treatment Interactions was possible. From the materials in the guidance unit, three exogenous and nine endogenous vari- were identified and placed into a theoretical model consistent with measurement and criterion validity evaluation strategies suggested ysbers et al. (1992). Exogenous variables are those whose predic- lay outside of the focus of this study. They included grade point rage (GPA), degree of disinterest in vocational and school subjects, an assessment of a statistical regression phenomenon that could aten the internal validity of the study. Endogenous variables are se whose prediction was the focus of the study. They included glish achievement, level of academic comfort, extroverted or intro- ted personality orientation, four guidance competency category es, change in vocational identity, and English grades earned for the t. Hypotheses for how the exogenous variables predict the endoge- s variables are presented first. Following that, hypotheses for how ogenous variables predict other endogenous variables are presented.

First, we predicted that GPA would directly influence English grades the unit and would indirectly affect attainment of guidance compe- cies through its relationship with academic comfort and English ievement scores. Second, we were concerned that lower levels of stallized vocational interests would negatively affect the attainment guidance competencies, change in vocational identity, and English s. Prior research suggested that flat vocational interest profiles individuals who may lack appropriate experiences with activities evant to developing vocational interests (Prediger & Swaney, 1985) career maturity (Super, 1983). Thus, we assessed whether such ividuals could effectively use a program such as this joint guidance language arts unit. Third, we predicted that students scoring low on vocational identity pretest measure would exhibit substantially her vocational identity posttest change scores. Variance in vocational ntity change explained by this path would be due to a statistical ression artifact. Tracing such effects would help rule out internal dity threats to the study. Entering such a variable into the model wed statistical control where design limitations could not be ded.

The pattern of hypothesized relations among the endogenous vari- es are as follows. First, attaining MCGP guidance competencies in categories of planning and developing careers, making decisions ut college, vocational selection and training, and understanding how ng male or female relates to jobs and careers would predict positive nge in vocational identity and higher English grades. Second, per- ality orientation (i.e., extroversion-introversion) would influence inment of guidance competencies and change in vocational identity, not English grades. Third, academic comfort and standardized glish achievement scores were expected to mediate attainment of dance competencies and English grades, but not vocational identity.

Evaluating this program in its naturally occurring field setting posed eral problems. Over a period of time, counselors and teachers had ked out an understanding of when and where the program fit into guage arts curriculum. Because the intervention took place at the ssroom level, students could not be randomly assigned to treatment control conditions. Although these constraints made an analysis of ment effects more difficult, they cemented the guidance and an- e the unit within a workable academic schedule. Therefore, change due solely to the program was evaluated within this one-group pretest-posttest design.

Cook and Campbell (1979) argued that the one-group pretest-posttest design can be cautiously interpreted if certain internal validity threats can be ruled out. In this article we demonstrate how structural equation modeling can be used to trace the impact of such potential confounds to inferring treatment-caused change. Statistical modeling procedures enable evaluation efforts to measure treatment impact and differential rates of student growth within the workplace restrictions of the public school setting.

METHOD

Students

All juniors attending a suburban midwestern public high school participated in this joint guidance and language arts unit. This sample included both higher achieving honors' students and nonhonors' students. In accordance with MCGP goals, the program was delivered to all juniors. Demographic data on these students are presented in the Results section.

Guidance and Language Arts Unit

The unit is designed to include all juniors in the high school. The unit took place during 13 class periods spread over 8 weeks. The first phase,

TABLE 1
Program Outcomes for Honors' and Nonhonors' Students

	Honors'			Nonhonors'		
Variable	*M*	*SD*	*t* Value	*M*	*SD*	*t* Value
Vocational identity						
Pretest	9.61	4.97	4.09**	10.34	4.040	4.79**
Posttest	11.36	5.28		11.74	4.030	
English grades						
Boys	0.90	0.09	ns	0.81	0.230	3.70**
Girls	0.94	0.06		0.92	0.100	
Planning and developing careers						
Boys	6.18	1.60	ns	6.18	1.030	ns
Girls	6.27	1.80		6.04	1.000	
Making decisions about college						
Boys	3.73	1.01	ns	3.67	0.940	ns
Girls	3.64	1.00		3.61	0.890	
Vocational selection and training						
Boys	1.54	0.52	ns	1.27	0.450	ns
Girls	1.36	0.49		1.20	0.410	
Understanding how being male or female relates to jobs and careers						
Boys	2.73	0.79	ns	2.69	0.802	
Girls	2.54	0.80		2.41	0.610	-2.12*

Note. Honors' $n = 38$. Nonhonors' $n = 128$.
*p < .01. **p < .001. ns = not significant.

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days 1–3, involved introducing students to the unit and administering an aptitude survey and interest inventory. The second phase, days 4–13, involved interpreting the aptitude survey and an interest inventory, orienting students to the Guidance Resource Center, orienting students and providing them with a tour of the local Vocational-Technical Area School, and providing information on preemployment training in job seeking and job-keeping skills. Individual English classes spent 4 days in the Guidance Resource Center using occupational and educational reference materials and computerized career information systems to explore occupations and post-high-school educational programs related to their interests and abilities. For the English department, the following skills were emphasized: selecting and using references, organizing information for personal use, summarizing information, and using various sources of information. Students were graded on their achievement of these skills as a regular part of their work in English. The guidance department emphasized the following skills: connecting self-understanding to possible occupational and educational alternatives, exploring several occupational areas, and developing tentative postsecondary plans. The high school counselors, vocational-technical counselor, and teachers worked closely together over the duration of the unit.

Variables

Guidance competencies. Student self-report was used to assess achievement of specific guidance competencies covered in the activity. Students were asked to respond yes or no to questions relating achievement of guidance competencies due to their participation in the program. Guidance competencies addressed in the unit were from the MCGP. Competencies targeted by the program were identified from MCGP career exploration and planning and educational and vocational development content areas. Students responded to specific competencies from the following categories: planning and developing careers (five competencies); understanding how being male or female relates to jobs and careers (two competencies); making decisions about college (three competencies); and vocational selection and training (one competency). For *t* tests and path analyses, each student received a single value for each competency category. This value represented the total number of competencies for each category a student indicated that he or she met by participating in the unit. In addition to the achievement of guidance competencies, students were asked about their satisfaction with the guidance unit and its usefulness to them.

Vocational identity. The Vocational Identity (VI) scale of the My Vocational Situation Scale (Holland, Daiger, & Power, 1980) was used as a pre- and posttest measure of vocational identity. According to Holland et al. (1980), *vocational identity* refers to "the possession of a clear and stable picture of one's goals, interests, personality, and talents" (p. 1). The VI scale consists of 18 true-false items. Scale scores range from 0 to 18, with higher scores being indicative of a stronger sense of vocational identity. Holland et al. (1980) reported KR-20 reliabilities at .86 for high school students. The VI scale was administered during the first session of the guidance unit. A second administration of this instrument was conducted following completion of this unit. VI pretest scores were also used to create a dichotomous variable for each subject. Students scoring at or above mean VI pretest scores received a value of 1. Students scoring below the VI pretest mean received a value of 0. This variable enabled an estimation of apparent change in vocational identity due solely to where students place in the pretest score distribution. Path models used this variable to measure regression treatment effects due mainly to a statistical regression artifact.

Academic achievement. Cumulative GPAs of students were collected from student records. GPAs are on a 4-point scale, with an A equaling 4.

Missouri Mastery and Achievement Test (MMAT; Missouri Department of Elementary and Secondary Education, 1990) scores also were collected for each student. The MMAT is "a battery of criterion referenced achievement tests that evaluate educational objectives identified by the Missouri Department of Elementary and Secondary Education" (MDESE, 1990, p. 3). The subjects covered by the MMAT are English and language arts, mathematics, science, and social studies and civics. Scale scores range from 1 to 750, with most students scoring between 100 and 600. English and language arts achievement scores earned by students at the end of their sophomore year were used in the analyses.

English grades. From teacher grade books, English grades earned for this unit were obtained. Grades were converted to percentiles to permit across-class comparisons. Teachers assigned grades on the basis of writing and research work completed by the student.

Interest measures. The guidance unit included having honors' students complete the Strong Interest Inventory (SII; Hansen & Campbell

TABLE 2

Student Self-Report of Accomplishing Specific Guidance Competencies

Guidance Competencies	% Boys	% Girls
Area 1: Career Planning and Exploration		
Category A: Planning and Developing Careers		
1. I effectively explored possible careers and the world of work.	62.7	70.2
2. I explored several different careers in specific areas in which I am interested.	57.5	54.1
3. My knowledge of how to prepare for my career interests has improved.	74.7	85.1
4. I have, at least, some tentative plans after graduation (job opportunities, training programs, college/vocational technical schools, financial aids, etc).	96.4	97.3
5. I have a better understanding of how abilities are related to making career choices.	78.3	82.4
Category C: Understanding How Being Male or Female Relates to Jobs and Careers		
1. I have an improved understanding of the role of women in today's work force.	65.1	73.0
2. I understand my opportunity to enter careers traditionally held by members of the opposite sex.	63.9	79.7
Category D: Making Decisions About College		
1. I improved my knowledge about various colleges and what they offer.	80.7	86.5
2. I have gained insight in how to choose colleges that would prepare me for a career.	74.7	78.4
3. I have gained insight as to what careers certain majors would prepare me for and the future of those careers.	73.5	70.3
Area 3: Educational and Vocational Development		
Category O — Vocational Selection and Training		
1. I have a better understanding of my vocational interests, aptitudes, and abilities.	68.7	74.1
Overall Student Satisfaction With Program		
1. This entire career exploration activity is beneficial and worth continuing.	89.2	9[illegible]

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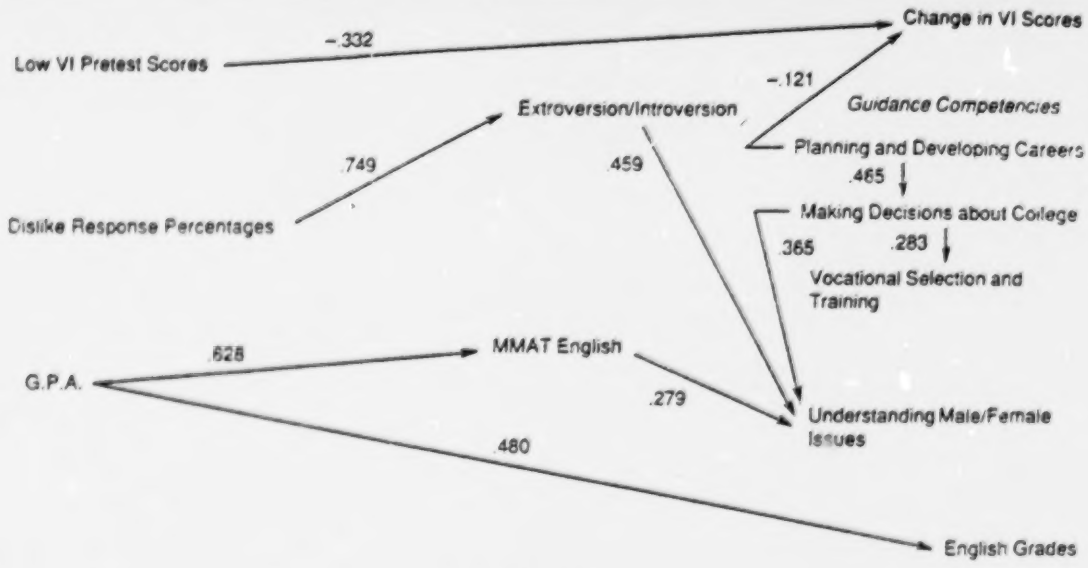

FIGURE 1
Structural Equation Model for Boys

Path Weights represent LISREL Maximum Likelihood estimates. *T* values for all estimates included in the model are ≥ 2.0. MMAT = Missouri Mastery vement Test for English taken in Spring 1989. Guidance competencies were reverse scored. Negative weights indicate that greater attainment of that etency is significantly correlated with other variables. Positive weights suggest that lower attainment of that competency is related to other variables.

) and nonhonors' students take the Career Assessment Inventory ; Johansson, 1985). Given this situation, comparable measures selected from each scale to assess differential treatment impact. the SII and the CAI have scales measuring one's preference for ing alone with things and ideas, as opposed to working with other e. Scores on these scales were included in path analyses to assess fect of extroversion-introversion personality orientation on treat- effectiveness. The Academic Comfort scale (SII) and the Educa- Orientation scale (CAI) were chosen to measure the degree of ort one feels in an academic setting. These scores were included in ith analyses to assess the extent to which the unit might differen- benefit students who are more comfortable and engaged in the school setting. Both interest measures report the total percentage ms that participants indicate that they dislike. This variable pro- a means of assessing treatment effectiveness for students who possibly be less career mature (Super, 1983) or lack appropriate iences to promote the crystallization of vocational interests (Pre- & Swaney, 1985). We hoped that information obtained from using variables in the path analyses would suggest refinements and ments that could be made in the guidance and language arts unit re effectively meet individual student needs.

ral Equation Models

nalytic models were developed separately for both boys and girls LISREL 7 PC software (Joreskog & Sorbom, 1989)

RESULTS

Demographics

Data from 166 high school juniors (90 boys, 76 girls) were analyzed. The mean age for boys was 16.24 years (*SD*=.54). Of the boys, 86% were Caucasian, 11.7% African American, and 2.1% Asian American. With a mean GPA of 2.70 (*SD*=.67), 15.7% of the boys were enrolled in an honors' English class. The mean age for girls was 16.22 years (*SD*=.42). Of the girls, 90% were Caucasian, 6.6% African American, and 2.6% Asian American. Having a mean GPA of 3.07 (*SD*=.64), 28.9% of the girls were enrolled in an honors' English class. Girls had a higher overall mean GPA in both honors' and nonhonors' groups than did boys.

Program Outcomes

Table 1 reports data separately for honors' and nonhonors' students. Significant changes in pre-post VI scores were found for both groups. Within the honors' group, boys and girls did equally well on their English grades for this project. Within the nonhonors' group, girls received better English grades. Also, girls indicated that from their participation in this guidance unit, they gained a better understanding of how being male or female relates to jobs and careers (guidance competencies for career planning and exploration: Area 1, Category C). There were no significant differences, however, between boys and girls in the honors' and nonhonors' samples for the following guidance competency categories: planning and developing careers, making decisions about college, and vocational selection and training.

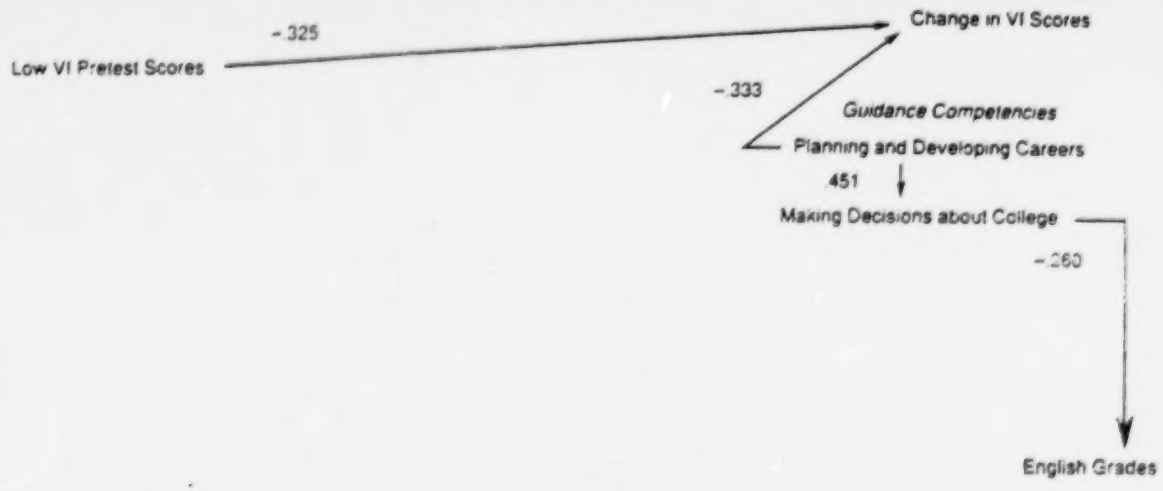

FIGURE 2
Structural Equation Model for Girls

Note. Path Weights represent LISREL Maximum Likelihood estimates. *T* values for all estimates included in the model are ≥ 2.0. MMAT = Missouri Mastery Achievement Test for English taken in Spring 1989. Guidance competencies were reverse scored. Negative weights indicate that greater attainment of that competency is significantly correlated with other variables. Positive weights suggest that lower attainment of that competency is related to other variables.

Table 2 summarizes student self-reports of accomplishing specific guidance competencies through this developmental program. A total of 11 guidance competencies from two Missouri model content areas (i.e., career planning and exploration and educational and vocational development) were identified to evaluate student reactions.

Of the 5 competencies from planning and developing careers (Category A), both boys and girls strongly believed that participation in the guidance program helped them to improve their ability to plan and explore careers; 96% of the boys and 97% of the girls believed that they had at least tentative post-high-school vocational or educational plans. Only 54% of the girls, however, believed that they had explored several different careers in areas of interest. Both boys and girls believed they improved their understanding of how being male or female relates to jobs and careers (Category C); notably, approximately 80% of the girls believed that they had a better understanding of their opportunity to enter careers traditionally closed to them. For making decisions about college (Category D), more than 75% of both boys and girls believed that this guidance unit improved their knowledge of colleges, how to choose a college that would prepare them for a career, and how careers and certain college majors are related. In addition, more than two thirds of girls and boys believed that they gained a better understanding of their vocational interests, aptitudes, and abilities by participating in this program (vocational selection and training; Category O). Overall satisfaction with the program was very high. Approximately 95% of the girls and 89% of the boys indicated that this guidance unit was beneficial and worth continuing.

Structural Equation Model for Boys

Figure 1 presents linear structural equations that suggest these maximum likelihood estimates that begin to explain mastery of guidance competencies, change in VI, and English grades. Boys who met the competencies in the planning and developing careers category had higher VI change scores than did boys who scored lower on the guidance competencies in this category. Boys with higher GPAs earned higher English grades. In addition, boys scoring below the pretest mean on the VI had greater pre-to-post change scores than did boys scoring above the pretest mean on the VI. No significant relationships were found connecting attainment of guidance competencies and English grades.

Several factors may have contributed to boys' not meeting the competencies in the guidance category understanding how being male or female relates to jobs or careers. First, boys who did not meet the competencies in the planning and developing careers category were no likely to have met the competencies in the making decisions abou college and the understanding how being a male or female relates to job and careers categories. Second, boys with higher GPAs and highe English achievement scores were less likely to have met these guidanc competencies. Third, boys who had greater numbers of dislikes on th SII and the CAI were identified as being more introverted and were als less likely to gain greater understanding of how being male or fema relates to jobs and careers.

Boys who did not meet the planning and developing careers com petencies were less likely to accomplish the making decisions abo college competencies and the vocational selection and training comp tency. Level of academic comfort did not predict differential attainme of guidance objectives. Boys with fewer vocational dislikes, high GPAs, and higher English achievement scores were much more com fortable in an academic setting.

Structural Equation Model for Girls

Figure 2 presents linear structural equations that suggest a marke different set of maximum likelihood estimates for girls. Girls w

TABLE 3

odness of Fit Measures for Program Evaluation Path Models

ures	Values	
	Boys	Girls
quare	21.230 ns	19.730 ns
es of freedom	25.000	29.000
ness of fit index	0.964	0.958
ed goodness of fit index	0.888	0.888
mean square residual	0.043	0.051
cation indexes >9.0	none	none
ed multiple correlations		
ational identity change	0.130	0.310
lish grades	0.230	0.200
ning and developing careers		
ing decisions about college	0.220	0.210
ational selection and training	0.140	
erstanding how being male/female	0.390	
lates to jobs and careers		
demic comfort	0.570	0.480
AT English scores	0.520	0.380
overslon/introversion	0.560	0.420

MMAT = Missouri Mastery Achievement Test. ns = not significant sed model fits the data). Blanks for squared multiple correlations s that no significant predictors for this variable were found.

ed they accomplished the making decisions about college cate- rmed higher English grades for the unit. For girls, GPA was not

English grades. Girls who met the competencies in the ...g and developing careers category had higher VI change scores d girls who scored lower on the competencies in this category. to boys, girls scoring below the pretest mean on the VI had pre-to-post change scores than did girls scoring above the pretest n the VI. None of the remaining variables listed in Figure 2 ed attainment of guidance competencies, VI change scores, or grades. GPA, MMAT English scores, extroversion-introver- d vocational dislikes, however, were related in the same manner described earlier for boys.

aforementioned described structural equation models fit the ice matrices for both boys and girls (see Table 3). For boys and wever, relatively low R^2 values for VI change scores, English and the competencies in the making decisions about college point to the need to consider additional predictors of these ous variables.

DISCUSSION

et al. (1980) contended that the construct vocational identity, ured by the VI, focuses on whether or not an individual has d a "clear and stable" (p. 1) understanding of his or her al interests, career goals, aptitudes, and personality. The guid- does not attempt to push students prematurely toward making decisions. Rather, students are encouraged to develop a clearer nding of themselves and possible future directions. In this 'n nonors' and nonhonors' students reported greater clarity and participating in the joint guidance and language arts unit. is bolstered by the fact that mean VI pretest scores equal exceed mean normative scores expected for a high school n Holland et al., 1980). Given this starting point, participation in the program was clearly accompanied by a substantial increase in vocational identity.

Students enjoyed the guidance and language arts unit and were able to discriminate among guidance competencies mastered through participation in the unit. More than 90% of the students said that the guidance and language arts unit was beneficial and worth continuing. As reported in Table 2, most students claimed that they had successfully performed a range of activities and met guidance competencies in the categories of planning and developing careers, understanding how being male or female relates to jobs and careers, making decisions about college, and vocational selection and training. Of note, 80% of all girls indicated that because of their participation in the joint guidance and language arts unit they had a better understanding of their opportunities to enter careers traditionally closed to them. Self-reports of having achieved guidance competencies were partially corroborated by the high English grades earned by students.

Path models were developed to identify factors mediating the attainment of guidance competencies and to establish predictive relationships between guidance competencies, change in vocational identity, and English grades. Also, such measurement procedures allow exploration of potential confounds to inferring treatment-caused change.

Separate analyses for boys and girls revealed important gender differences obscured if only one model had been developed for all subjects. For boys, the higher the GPA, the more likely it was that they received a higher English grade for the guidance and language arts unit. There are three independent ways in which boys did not attain guidance competencies in the category understanding how being male or female relates to jobs and careers. First, boys who did not meet the competencies in the planning and developing careers category did not achieve competencies in the making decisions about college category, and were less likely to report that they have a better understanding of how being male or female relates to jobs and careers. Second, boys with higher GPA and higher standardized English achievement scores also were less likely to meet competencies in these categories. Third, more introverted boys who expressed fewer vocational interests were more likely not to understand male-female vocational influences after participating in the guidance and language arts unit.

Although both boys and girls earned high English grades, a different set of relationships explain this. GPA and standardized English achievement scores are unrelated to English grades earned by girls on their research papers. The guidance and language arts unit effectively promoted learning for girls who were not doing as well in school as it did for girls with higher GPA and test scores. In contrast, as stated earlier, boys with higher GPA did better than did boys with lower GPA. In addition, girls who met the making decisions about college competencies earned higher English grades for their research papers. The path model suggested that girls who did not meet the planning and developing careers competencies were much less likely to meet the making decisions about college competencies. These girls were more likely to receive lower English grades. It seems that for girls, English grades were in part related to the successful completion of the career exploratory activities around which the guidance and language arts unit was constructed. To account for this gender difference, we need to look more closely at the group of nonhonors' boys. Although equally likely to enjoy the unit, achieve guidance competencies, and show change in vocational identity, nonhonors' boys received the lowest English grades for the unit.

Mastering guidance competencies in the category planning and developing careers was independent of six background variables included in each path analysis. This pattern of relationships was the same

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for both boys and girls. Extroversion-introversion, academic comfort, standardized English achievement scores, GPA, level of vocational interests, and VI pretest scores did not predict mastery of these competencies. Boys and girls who met planning and developing careers competencies, however, were much more likely to experience positive changes in vocational identity as a result of the guidance and language arts unit.

The unit effectively promoted such learning across sex, levels of academic competence, personality orientation, pretest vocational identity differences, and crystallization of vocational interests. The joint guidance and language arts unit operated independently of these background factors to help juniors plan and develop careers. Interestingly, for both boys and girls, the guidance and language arts unit promoted attainment of planning and developing career competencies irrespective of the student's level of vocational identity at the beginning of the unit. Students who scored below the VI pretest mean were equally likely to meet guidance competencies. Students scoring below the VI pretest mean, however, revealed larger vocational identity change scores. Path models, for both boys and girls, identified this as a direct effect operating independently of the relationship between the planning and developing careers category and vocational identity change.

There are two plausible interpretations for this finding. First, a ceiling effect may increase the opportunities for students scoring below the VI pretest mean to exhibit greater change scores relative to those scoring at or above the pretest mean. This possibility seems unlikely given the test of vocational identity employed. The VI Scale is an 18-item test. Items were not developed to represent any type of difficulty hierarchy. The distribution of pretest scores for both honors' and nonhonors' students suggests that the scale could measure change equally well for either group. Second, such differential change could be the result of statistical regression.

Cook and Campbell (1979) argued that statistical regression to the population mean of a group may increase pre-post gain scores for low pretest scorers. Without benefit of a comparison control group, this interpretation cannot be ruled out. Including this variable in the path models, however, provided statistical control for estimating the effect of meeting the planning and developing careers competencies on vocational identity change. As stated earlier, VI pretest scores are unrelated to mastery of these guidance competencies. Pre-treatment differences in vocational identity did not have an indirect effect through these guidance competencies on posttreatment scores. Pretest scores remove that portion of vocational identity gain scores due to pretreatment differences. Thus, more confidence can be placed on the path between the planning and developing careers competencies and vocational identity change because this relationship does not capitalize on such pretreatment differences for either boys or girls.

Cook and Campbell (1979) identified several threats to interpreting one-group pretest-posttest designs. In this study, the absence of a control group necessitates ruling out several competing explanations to our ability to infer treatment-caused change. Possible effects due to history, maturation, testing, and statistical regression need to be considered. Using path analyses to explain vocational identity change, English grades, and meeting guidance competencies provides some statistical control where randomization and control group procedures could not be introduced into this field setting. Explaining observed changes due to history and maturation seems untenable. Given the short duration of the unit and lack of identifiable intervening events capable of systematically influencing the junior class, such effects seem unlikely. If such events are uncovered, however, their influence could be traced through the path models. Such is the case for possible effects due to testing and statistical regression.

Cook and Campbell (1979) argued that prior exposure to the [illegible] measure can cause posttest shifts in participant performance. As described earlier, effects due to statistical regression could affect students' VI posttest scores. The path models, however, used VI pretest scores as a covariate explaining that portion of vocational identity change scores due to possible influences of prior testing and statistical regression. Thus, such effects can be ruled out as an explanation for the relationship between guidance competency attainment and vocational identity change. Unfortunately, pre-post data on student self-reports of meeting guidance competencies are not available. Future evaluation of the guidance and language arts unit will need to obtain these data.

We reported results to counselors and teachers. From these initial discussions, recommendations for unit improvement and a greater understanding for how and why school counselors should engage in evaluation practices have begun to emerge. For example, counselors were concerned that only 54% of the girls indicated that they had explored careers different from those which they had already been considering prior to participating in the unit. This raised the question of how effective the guidance and language arts unit was in challenging emerging self-understandings that may restrict vocational aspirations within circumscribed occupational boundaries (Gottfredson, 1981; Lapan & Jingeleski, 1992). Also, results highlighted particular problems displayed by boys in the nonhonors' group. Counselors believed that within this group the learning needs of many students at risk for school failure could be addressed. We hope such discussions will lead to a tailoring of the unit to serve the diversity of students within the junior class. The language arts faculty members are beginning to reexamine how students are introduced to the unit.

Counselors indicated that certain professional development benefits accompanied their participation in evaluating the unit. For example, one counselor reported that gathering data on and assessing change in the tests used led to both a better understanding of some scales and different ways of interpreting results to students. Also, opportunities for counselor networking became more obvious. Packaging and sharing this curriculum effort with counselors and school administrators in neighboring schools may be enhanced by the information and program refinement accompanying such evaluation efforts. Last, there may well be important motivational incentives inherent in this process. Assertively grappling with the effectiveness of existing guidance efforts may provide additional indicators that what a school counselor does makes a difference and a feeling of moving ahead to improve these efforts. The means need to be developed to promote this activity as a realistic part of a school counselor's job.

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Richard T. Lapan is an assistant professor, and Norman Gysbers is a professor, both in the Department of Education and Counseling Psychology at the University of Missouri–Columbia. Ken Hughey is an assistant professor in the Department of Counselor Education and Educational Psychology at Kansas State University, Manhattan. Thomas J. Arni is a school counselor at Rockbridge High School, Columbia, Missouri. *Research was supported in part by a grant from the Bedell Fund. Special thanks are extended to Ralph C. Bedell for his support and encouragement, and to teachers, counselors, and school administrators involved in this project.* *Correspondence regarding this article should be sent to Richard T. Lapan, 16 Hill Hall, University of Missouri, Columbia, MO 65211.*

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Appendix G

Is the Guidance Program Having an Effect on the Climate/Goals of the District/Building?

What judgments can be made about the effects of a guidance program on the climate/goals of the district/buildings? How do we conduct such an evaluation to make these judgments? Consider the following example.

In the spring of 1989, the Ferguson-Florissant School District (Rain, Walker, & Jenkins, undated) initiated a program called Resolve All Problems Peacefully (RAPP) in Ferguson Middle School. It is a conflict-resolution program involving counselors, teachers, administrators, parents, and students. It is an all-school program, part of the overall guidance program of that school. The program subsequently was initiated in other buildings and at other levels in the district.

The primary purpose of the program was to decrease fighting in the school. Another purpose was to create in students a positive attitude toward others and toward the school. When these two goals were achieved a more pleasant and positive classroom atmosphere was expected to result.

The program was put into operation by counselors who visited classrooms and explained the program. In addition, intensive training was provided to all who were to participate in the program—students, teachers, counselors, and administrators. The goal was to immerse the school fully in the goals and activities of the program.

What were the results? Here is what happened at Ferguson Middle School:

> The conflict resolution program at Ferguson Middle School has been successful beyond anyone's expectations. Mediators have helped their peers resolve their conflicts peacefully about 100% of the time. There has rarely, if ever, been a fight between students who have reached a resolution in a RAPP mediation. Office referrals for the first quarter of the 1989–90 school year were down 75% over the same time one year ago (before RAPP). Fights, which had been increasing every year, have dropped dramatically since the inception of RAPP. In the first semester of the 1986–87 school year, there were 66 fights, 1987–88, 73 fights, 1988–89, 88 fights, (RAPP began in the spring of '89), 1989–90, 36 fights.

Many teachers have commented on the increased self esteem of RAPPers. These students are proud to be selected by their teachers and responsible for maintaining a peaceful school environment. We are noticing a change in the attitude of our student body. There is great prestige connected with being a member of RAPP and associating with lawyers and administrators. Many students want to be a part of RAPP and therefore model that behavior. It is now considered the "in thing" to break up fights instead of starting them. (Ferguson Middle School, 1990)

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Evaluating Comprehensive School Guidance Programs: Assessing the Perceptions of Students, Parents, and Teachers

Kenneth F. Hughey
Norman C. Gysbers
Marion Starr

Gysbers and Henderson (1988) stated, "The purpose of evaluation is to provide data to make decisions about the structure and impact of the program and the professional personnel involved" (p. 263). This data may come from a variety of sources, some of whom take an active part in the guidance program, such as students and some teachers, and some who are observers of the program, such as parents and teachers. Gibson, Mitchell, and Higgins (1983) recommended including all who are affected in program evaluation. The evaluation framework of the Missouri Comprehensive Guidance Program (MCGP; Starr & Gysbers, 1989) proposed by Gysbers, Hughey, Starr, and Lapan (1992) provides answers to the following questions:

- Are the program elements in place?
- Are counselors supervised and evaluated based on their job descriptions?
- Are procedures used to measure students' mastery of guidance competencies?
- Are procedures used to measure the impact of the program and the climate and goals of the school?
- Are the individuals served by the program and the patrons in the community satisfied with the program?

The goal of guidance program evaluation is to improve the guidance program and meet the needs of the students more effectively. Through evaluation, counselors look for ways to enhance their work and the guidance program. The evaluation process is ongoing and takes on a variety of forms depending on the questions counselors are interested in addressing.

The purpose of this article is to address the last question proposed by Gysbers et al. (1992) and to look at the impact of the MCGP from the perspective of students, parents, and teachers. Assessing the perceptions of students, parents, and teachers involved in the guidance program can provide valuable feedback that can be used to enhance the program. Through evaluative procedures and results, counselors and their school guidance programs establish accountability: "To achieve systematic accountability, systematic evaluation is needed of guidance programs, the school counselors who are implementing the programs, and the impact that the

Kenneth F. Hughey is an assistant professor in the Department of Counseling and Educational Psychology at Kansas State University in Manhattan. Norman C. Gysbers is a professor in the Department of Educational and Counseling Psychology at the University of Missouri-Columbia. Marion Starr is the assistant director of Special Need and Guidance Services for the Missouri Department of Elementary and Secondary Education in Jefferson City.

programs are having on students, schools, and communities" (Gysbers et al., 1992, p. 565).

SURVEYS OF STUDENTS, PARENTS, AND TEACHERS

A statewide guidance advisory committee, sponsored by the Missouri Department of Elementary and Secondary Education Guidance Section, felt it important to assess the impact of the MCGP from the perspective of students, parents, and teachers. As a result, surveys were developed with the advice and counsel of the advisory committee. The surveys were designed to be used in schools that had effectively implemented the MCGP. The survey data in the article are state data, however, the data could be useful to counselors in local school districts and provide additional evaluative information for the districts.

Of the 18 high schools asked to participate in this survey, survey data were received from 11. The director of guidance or head counselor in the selected schools were asked to coordinate survey activities in his or her school and return the completed surveys. They were asked to select five students per grade level (grades 9 through 12) in their building who had been involved in the guidance program, 10 to 15 teachers who were familiar with the guidance program, and 10 to 15 parents who had been involved in some way with the guidance program or who had worked with the counselors. Surveys were completed by approximately 280 students, 125 parents, and 150 teachers. The surveys were designed to take a short time to complete and compile and to provide useful information in assessing the guidance program.

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM

The MCGP was developed by the Guidance Section of the Missouri Department of Elementary and Secondary Education in collaboration with school counselors, school administrators, and counselor educators in Missouri. It was based on the work in St. Joseph, Missouri, in the early 1980s (Hargens & Gysbers, 1984), which, in turn, was based on earlier work by Gysbers (1978) and Gysbers and Moore (1974, 1981). The assumptions on which the MCGP is based are these:

- It reaches all students.
- It provides a programmatic approach to guidance.
- It provides and ensures accountability.
- It works to enable counselors to devote full time to the guidance program through the elimination of nonguidance activities.
- It identifies student competencies to be achieved through the guidance program (Starr & Gysbers, 1989).

The MCGP includes structural components and programmatic components. The structural components include the following: definition and philosophy of guidance, facilities, advisory committees, guidance resources, staffing pattern, and budget. These components provide the structure for the guidance program. The programmatic components of the MCGP are guidance curriculum, individual planning, responsive services, and system support. The programmatic components comprise the elements of the guidance program and the areas in which the counselors work.

GUIDANCE PROGRAM ACTIVITIES

Students in this study participated in the guidance program in a variety of ways. The most frequent response given to activities in which students participated with a counselor was individual sessions (72.9%). In addition, students reported participating in classroom presentations (65.0%) and small groups (49.6%). Ap-

proximately 30% of the students were involved in the guidance program through workshops, seminars, or large groups.

Students were asked how they learned about the guidance program and the work of the counselors. The question was open-ended and required them to write their responses. The most frequent responses to this question were these: from my friends and other students, at a meeting or classroom presentation, at freshmen orientation, from teachers, and at enrollment.

Addressing student competencies is an important part of the MCGP. Counselors develop and implement activities designed to address specific competencies. In addition, counselors coordinate such activities with teachers and facilitate or cofacilitate activities in the classroom. Students were asked to check areas in which counselors and teachers had helped them during the year. These areas related to competencies of the MCGP.

The student competency areas of the MCGP are career planning and exploration, knowledge of self and others, and educational and vocational development. Career planning and exploration was the area rated highest by students in terms of the ways counselors and teachers had helped them during the year. This involved planning high school courses, career planning, and planning for education and training after high school. Most students (87.9%) reported receiving help with planning their high school courses, and about 65% indicated receiving assistance with making decisions. Approximately 60% received help in planning and exploring careers and planning postsecondary education and training. About half of the students indicated receiving help in dealing with personal problems, learning how drugs and alcohol affect them and their friends, and learning about themselves. The lowest percentages were for preparing for a job and understanding how being male or female relates to jobs and careers.

Parents were asked to indicate the reason for talking with the high school counselor. More than 80% of the parents responding to the survey reported having talked with the school counselor during the school year. The reasons for talking with the school counselor were: college, trade school, and further education (54.4%); progress in school (54.4%); high school course planning (53.4%); financial aid and admissions information (36.9%); personal, social, or emotional concerns (36.9%); career exploration and planning (32.0%); test results interpretation (28.2%); and relationships with teachers (25.2%). Academic concerns and future career plans were the most frequent reasons for parents talking with the high school counselors.

Teachers were asked to rate the extent to which activities of the guidance program were offered in their school. Based on teacher perceptions, school counselors are doing a great deal of individual and small group planning for students concerning their personal, educational, and career goals. In addition, at least 80% of the teachers felt counselors were doing a great deal or some planning in the following activities of the guidance program: staff and parent consultation; test score and other data interpretation; and public relations activities for staff and community about the aims and purposes of the guidance program. Approximately one fourth of the teachers rated conducting guidance activities in the classroom regularly as "a great deal" and about 50% rated it "some." Almost one in five rated small group counseling as being offered a great deal and about 15% indicated they were unaware of this activity. Just over three fourths of the teachers rated student referral to other professional agencies being part of the guidance program at least some of the time and just over 15% were unaware of this activity.

Impact of the Guidance Program

Open-ended questions were asked of stu-

dents, parents, and teachers to assess the impact of the guidance program and how the counselors had helped students. The most frequent response by students was help with course planning. Parents noted their children being helped with this as well. College planning and preparation was noted by all three groups as provided by counselors and benefitting students. Career planning and exploration were noted frequently by students and teachers.

Some students felt they received help with personal problems and some parents and teachers noted that counselors were supportive of students. In addition, a number of teachers stated that students trusted counselors. Parents felt that students benefitted from the guidance program and the work of the school counselor.

Numerous other responses were given by students, parents, and teachers. Generally, the responses were positive, indicating that the guidance program and counselors implementing the program were having an impact on students.

In addition to being asked about the impact of the guidance program, teachers were asked to cite strengths of the guidance program. The most frequent responses of teachers were the caring of counselors, college planning, accessibility of counselors, career planning and counseling, students feeling free to go to the counselors, small group programs, good organization, and individual counseling.

RECOMMENDATIONS FOR THE GUIDANCE PROGRAM

Each survey asked respondents to list suggestions for the guidance program in their school. The most frequent response of teachers was to hire additional counselors. Both students and parents supported this recommendation. Teachers indicated that counselors needed clerical assistance for help with paperwork.

The most frequent response of students and parents was that the counselors were doing a good job and should continue in the same manner. A number of students responded that more publicity was needed about the guidance program and the work of the counselors. Teachers supported the need for publicity and suggested continued communication between the two groups.

A variety of additional responses were given with respect to recommendations for the guidance program. The responses were on varied topics, which may be of assistance to local school districts as they look to improve their guidance programs and more effectively address and meet the guidance needs of students.

DISCUSSION

Even though the results of this survey were positive, it is imperative that counselors and those responsible for guidance continue to work at addressing the guidance needs of all students in the school. Gysbers and Henderson (1988) cited three premises that serve as a base for guidance programs:

- Guidance is a program.
- Guidance programs are developmental and comprehensive.
- Guidance programs feature a team approach.

Looking at guidance programs from this perspective will enhance the work of school counselors in developing programs that are accountable and meet the guidance needs of all students.

Effective public relations and publicity about the guidance program are important for school counselors. A number of students cited the need for additional publicity and some teachers felt there was little, if any, work done in the area of informing staff and the community about the guidance program. Informing various groups of the guidance program and the work of the school coun-

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selors will enhance the image of the program and inform people of guidance and what it is all about. Public relations is an ongoing process that takes a conscious effort on the part of counselors. Activities designed to gain the support of parents, students, and teachers are an important component of the guidance program.

The survey data gathered provide statewide information on the impact of the MCGP. It is important that this type of data be collected at the local level to assess the impact of guidance programs. This type of evaluation is to improve the guidance program and the work of the counselors. It should be used in this frame of reference and the data gathered from such surveys shared with those who are in decision-making positions with respect to the guidance program.

GUIDANCE PROGRAM EVALUATION: SOME FINAL THOUGHTS

The intent of this statewide survey of the Missouri Comprehensive Guidance Program was to make the instruments available to school counselors to adopt or adapt to assess their own programs. Furthermore, the instruments and procedures may serve as a model for school counselors in other states interested in the perceptions of various groups with respect to their guidance program.

As counselors complete this type of evaluation of those affected by the guidance program, it is important that the forms not be complex and that they take a short time to complete. The key is to ask what you want to know and what will provide the information you need. Also, the forms should be relatively easy to tabulate.

Once the data are collected and tabulated, counselors should make effective use of the information and involve those people who are in key positions with respect to the guidance program. This evaluative information is designed to improve the guidance program—to make it better and more effective than it is. Counselors should focus on what the guidance program is doing and look at the areas in which suggestions are made.

This type of evaluation is only one component of the overall evaluation of the guidance program. Although this information is important, other types of evaluation information should also be used. Putting all of the information together to improve guidance programs will result in more effectively meeting the guidance needs of students.

The challenge is to make program evaluation a regular part of the school guidance program. Providing a periodic check provides an opportunity for improving the program and more effectively meeting the guidance needs of students.

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MISSOURI COMPREHENSIVE GUIDANCE PROGRAM
Student Survey

Grade 9____ 10____ 11____ 12____

Sex M____ F____

What do you plan to do after high school?

_____Attend a vocational, technical, or business school.
_____Attend a junior college.
_____Attend a college or university.
_____Get a job.
_____Enter the military.
_____Other (Please explain.)_____

What type of classes have you taken or are you taking in high school?

_____General
_____Vocational-technical
_____College Prep

In which of the following activities have you participated with a counselor? (Check all that apply.)

_____Individual sessions.
_____Small groups.
_____Classroom presentations.
_____Workshops, seminars, or large groups.
_____Other (Please explain.)_____

Check the areas in which counselors or teachers have helped you during the year. (Check all that apply.)

_____Planning your high school classes.
_____Planning and exploring careers.
_____Planning for education and training after high school.
_____Applying for admission to college, university, or vocational-technical schools.
_____Finding financial aid information.
_____Preparing to look for a job.
_____Understanding how being male or female relates to jobs and careers.
_____Making decisions.
_____Improving basic skills and study skills and doing better in classes.
_____Understanding and getting along with others.
_____Knowing how drugs and alcohol affect me and my friends.
_____Understanding and accepting myself.
_____Adjusting to high school.
_____Interpreting test results.
_____Learning about myself (my interests, abilities, etc.)
_____Dealing with personal problems.
_____Other (Please explain.)_____

(Over)

Are the guidance program and the help the counselors can provide well publicized and known to students in your school?

_____Yes _____No

How did you learn about the guidance program and the work of the counselors in your school?

In what ways have the guidance program and the counselors in your school helped you?

What suggestions do you have for the guidance program in your school?

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM
Parent Survey

Your Son's/Daughter's Grade 9____ 10____ 11____ 12____

Have you talked with your son's/daughter's counselor this year?

_____Yes _____No

Please check the reason(s) for talking with your son's/daughter's counselor.

_____Progress in school.
_____Concerns about tardiness and attendance.
_____High school course planning.
_____College, trade school, and further education.
_____Financial aid and admissions information.
_____Relationships with teachers.
_____Test results interpretation.
_____Career exploration and planning.
_____Personal, social, and/or emotional concerns.
_____Parenting skills.
_____Other_____

How have you and your son/daughter benefited from the guidance program and the work of the counselor in your school?

What suggestions do you have for the guidance program at your school?

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM
Teacher Survey

Please rate the extent to which each of the following is being offered through the guidance program and the work of the counselors in your school. Use the following rating scale.

1-A great deal
2-Some
3-Little
4-Not at all
5-Unaware of

____Guidance activities for students in classrooms on a regular basis.

____Individual and small group planning for students concerning their personal, educational, and career goals.

____Staff and parent consultation concerning student personal and academic progress.

____Individual counseling.

____Small group counseling.

____Student referral to other professionals and agencies as appropriate.

____Information to staff and community about the aims and purposes of the guidance program.

____Test score and other data interpretation for teachers about student performance.

What impact has the guidance program and activities had on your students and school?

What are the strengths of the guidance program in your school?

What recommendations would you make for the guidance program in your school?